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ABSTRACT

Participants at a forum in Lisbon, Portugal, discussed training of trainers in the European Community. Discussions centered on the changes taking place in production systems and ways in which occupational activities are performed, the changing roles and concepts of vocational training, and the growing diversity of users. Problems surrounding trainers' qualifications, statutory aspects governing training and courses that produce and provide trainers with more advanced skills were all examined. Three topics were tackled from actual cases selected in terms of the answers they provided to the issues in question. The topics are: (1) human resource qualification and the training function and the impact of new institutional and functional structures; (2) training of trainers and advances in training practices; and (3) the problem of trainers' qualifications from various partners' points of view. The following conclusions reflect important aspects of the discussions: it is necessary to differentiate between types of trainers; interaction between training and employment is a key aspect; training requires networking among those involved in the field; the question of training quality underlay all the discussions; and matching training, employment, and jobs no longer has meaning--trainers must provide skills needed for changing job situations. (NLA)

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TRAINING OF TRAINERS:

NEW INSTITUTIONAL AND FUNCTIONAL STRUCTURES?

Lisbon played host to a meeting organized by CEDEFOP on 20-21 January 1992 at which participants discussed the problem of the training of trainers in the European Community. While this forum was part of CEDEFOP's continuing work on the training of trainers, it also provided an opportunity to discuss a range of questions - qualification, components of vocational training, integration of young people, etc. - relating indirectly to the many issues raised by trainers and their roles. This made it possible to tackle the training of trainers from a comprehensive point of view.

Participants' backgrounds were very varied and made it possible to compare and contrast approaches, objectives and methods which tend to differ because they are shaped by separate identities and operating systems. Participants' posts meant that they were in a position to take direct action on systems, in some cases at national and European level. The Portuguese government, the Commission of the European Communities, UNESCO, national vocational training and technical education organizations, universities and research institutes, government, employers' and trade union organizations and trainers' associations and unions were all represented.

The meeting was opened by Mr Pinto Cardoso, Secretary of State for Employment in Portugal, who noted that "as we approach the 21st century, education and training are long-term factors playing a key role in countries' productivity and competitiveness". He stressed "the urgent need to step up investment in education and training, substantially increasing the number of teachers and trainers at all levels especially in adult education, and improving and updating the standard of training of trainers already working within the system".

Mrs Veiga da Cunha, representing the Commission of the European Communities, and Mr Ernst Piehl, Director of CEDEFOP, stressed that the Commission and CEDEFOP attached considerable importance to the question of trainers' qualifications as one of the factors making it possible to modernize and improve the operation of training systems which are themselves the cornerstone of human resource qualification in the

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Community. The Commission's representative, noting the inclusion of a "training of trainers" segment in several EEC programmes, pointed to the need to draw together and capitalize on the findings of the various programmes in this area.

The main aim of the discussions which followed was to gain a clearer understanding of the problems surrounding the training of trainers in the various Member States thereby paving the way for future transfers of expertise, practices, methods and resources.

Discussions took place against the background of the changes currently taking place in the production system and the ways in which occupational activities are performed, the changing roles and concepts of vocational training and the growing diversity of users. Problems surrounding trainers' qualifications, statutory aspects governing the practice of training and courses which "produce" trainers or provide them with more advanced skills were all examined against this background.

This approach shaped the choice of the topics for discussion. These topics were tackled from the point of view of actual cases selected in terms of the answers which they provided to the issues in question.

Topic 1: "Human resource qualification and the training function - new institutional and functional structures?

In his introduction, Mr Alain d'Iribarne, Director of the Human and Social Sciences Department of CNRS (F), reviewed the main social and economic changes which have had an impact on the operation of training institutions and the training of trainers. He stressed, in particular, that new organizational models have developed and have become a reference point for the production system. One of the main features of these models is an increasingly integrated form of organization attempting to break down partitions and provide closer links between separate functions existing alongside one another. This generates new types of interdependence between the various segments of the organization which become increasingly closely linked so that various goals can be brought together at a single place and a single time. People are gradually recognizing that work has a mixture of goals and is thus co-productive of goods and services and the ability to produce the intangible (for

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instance, training). These developments are all calling into question, to some extent at least, the traditional perceptions of training and trainers.

In parallel with these developments in the production system, the goals of training are also evolving. There is increasing recognition of the role of enhanced socialization which must be played by schools, training and enterprise. Finding better ways of linking the knowledge imparted and its use and establishing closer connections between training sites and workplaces require stronger links between training institutions, the economy and their respective personnel in order to pave the way for a range of institutional and functional structures.

The first case, presented by Mr Robert Dufour, Ministry of Education (F), related to an actual experience of links between the Ministry and enterprise. A mixed group from the Ministry and enterprise set up a training system for employees (i.e. an educational project) in a large enterprise. The training given was validated in a number of cases by an existing diploma and led in other cases to the creation of a new diploma.

The two partners jointly formulated job descriptions which were then related to professional diplomas in terms of credit units. This experiment consequently led to the establishment of a common Enterprise/Education reference system, "making it possible to take account of the specific technical features of the enterprise and occupational situations while extending them to the basic disciplines and, where necessary, establishing consistency with the reference systems of the diplomas in question" (R. Dufour). The system also entailed team work between management personnel in enterprise and teachers in national education who took part in integrated training in the enterprise.

This mixed group provided "a channel between policy and education and acted as an interface between educational considerations (new skills to be acquired) and organizational considerations (occupational situations consistent with the skills in question)" (R. Dufour).

The second case, presented by Mr van Engelshoven, Pedagogische Technische Hogeschool (PTH), Eindhoven (NL), illustrated the attempts being made by PTH to close the gap between technical vocational education and industrial activity: "teacher training establishments can

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close the gap between technical vocational education and the needs of industry by cooperating with industry on development projects. The results must then be incorporated into training and used for the continuing training of vocational education teachers" (P. van Engelshoven).

PTH is responsible for training teachers in the technical subjects of Dutch vocational education. In parallel with its regular initial and continuing training programmes for these teachers, it is using contracts as a way of meeting the specific demand from the public authorities and industry: "in most cases, these contractual activities are undertaken by trainers teaching part-time on PTH training courses. PTH can pass on its educational expertise through activities of this type. PTH is also able to update and incorporate knowledge of changing production techniques into its conventional vocational training. This latter aspect is an important part of this type of activity. The benefits which PTH derives from these projects are largely in the form of new educational materials and skills which are used for the initial training of teachers and also for other contractual activities" (P. van Engelshoven).

The third case, presented by Mrs Anne de Blignières, Université de Paris-Dauphine (F), gave details of an experiment involving the creation of a transnational system for the training of trainers which is being developed within a double European network:

- a university network which brings together institutions from five countries;
- a university-economy network.

A number of European partnerships have been set up under this system and have involved joint actions ranging from student placements (at university, in enterprise, in training institutions) to the design and conduct of projects. It has also been possible to lay down criteria for the creation of dual diplomas or bridges within this network and possibly with other networks of the same type.

The aim of this system is to provide trainers with European skills so that they can, on the one hand, undertake transnational engineering of training projects (in connection with European programmes and the management of European enterprise) and, on the other hand, improve their mobility. The system, which is in fact the second year of an

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existing diploma course for trainers, is organized around three main aspects:

- situational analysis in different socio-economic and cultural contexts;
- design and implementation of projects in cooperation with partners from other Member States;
- construction of a common set of practices which integrates (but does not standardize) different identities.

Designing training for trainers which develops expertise in integration has a very important place within this system: "the key factor in developing the training function lies in the multidisciplinary nature of the problems which it must tackle in order to provide overall answers. In many sectors of activity, advances in technologies and materials have led to a mismatch between the demand from enterprise for qualified personnel and the supply available in the labour market. Training practitioners must therefore work at several levels and interact with other disciplines, management, labour organization and so on" (A. de Blignières).

Topic 2: "Training of trainers and advances in training practices"

In his introduction, Mr. Detlev Liepman, Freie Universität Berlin (D), reviewed key changes in training practices and their impact on the training of trainers. He noted in particular that the cultural references of vocational training have undergone a gradual change: "the concept of integration must be taken into account in any discussion of topics relating to initial vocational training, continuing vocational training, the training of trainers, management training, etc. This concept is underpinned by the idea of strategic enterprise management which balances personnel and organizational (in the broad sense) development against strategic planning (...) In a Single European Market, national identities are necessarily blurred because of competition with the markets of North America, the Far East and so on. The construction of identities and cultures closely linked to occupational activities which is already taking place in the major organizations operating nationally and internationally will be amplified and will consequently entail a complete renewal of the concept of culture which will inevitably be expressed, on the one hand, through the opinions and mentalities of personnel and, on the other hand, through the needs of enterprise (...) Qualification

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measures must therefore pinpoint the values, standards, cultural factors, etc., specific to a given organization and pass them on to the members of this organization. This further widens the gap between initial education at school and vocational training and between initial training and continuing training in enterprise" (D. Liepman).

Developing skills in educational action which are consistent with these developments and with current qualification needs is consequently one of the issues currently being raised by the training of trainers.

These skills must be developed jointly in the following three key areas:

- content (new technologies, environmental protection, safety at work, etc.);
- method (problem-solving techniques, organizational techniques, learning strategies, etc.);
- social dimension (dialogue and interview techniques, mediation techniques, conflict resolution techniques, etc.).

The first case illustrating this topic was presented by Mr Reinhard Selka, BIBB (Federal Institute for Vocational Training) (D).

BIBB conducts research into vocational training outside schools and has the task of providing services as well as assistance and advice for the Federal Government and vocational training practitioners in enterprise.

In recent years vocational training objectives have undergone substantial change. Over and above professional content, increasing stress has been placed, at the various levels of initial and continuing training in enterprise, on skills such as the ability to solve problems, team work, creativity and autonomy, which are becoming the key skills since they allow enterprise to react more quickly to change. At the same time, the shift of training tasks from the training division to the work station is intensifying: "(...) coordination of complex training processes and on-the-spot assistance and counselling for learners and specialists are growing in importance (...). Some trainers in initial training are also operating in a wider framework: it is increasingly these trainers who provide continuing training on re-designed work stations. There is consequently an overlap between the respective areas in which trainers in initial and continuing training operate, with the result that their identities are becoming blurred" (R. Selka).

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These changes are being accompanied by far-reaching changes in the roles of full-time trainers (organizing learning situations rather than passing on knowledge) and part-time trainers (who must act as a two-way link between practical experience and theory).

The results of the research being conducted by BIBB in the areas of on-the-job training, methods of organizing training in enterprise and issues connected with evaluation, are made available to trainers in the form of printed or audiovisual training supports.

The second case was presented by Mr Théo Hulshoff, Akademie Führungspädagogik of Landau (D). He reported on this establishment's experience of training for personnel development and training managers in enterprise. This scheme, leading to a diploma based on credit units, is aimed at practitioners from various backgrounds who have at least three years' experience in the training field (with or without higher academic education). It is designed to provide them with dual skills in the areas of human resource advancement and training. Four basic principles underpin the philosophy and methods of this in-enterprise learning model:

- "Teaching means laying the foundations likely to bring about teaching situations. In contrast to education and training models which attempt to channel the way in which people think so that they are able to achieve predetermined educational objectives, this model assumes that people are individuals, giving them a central position in learning activities. When they learn according to an overall personal formula, people are no longer the object, but rather the subject of their personality development (T. Hulshoff).

- "In the context of enterprise, this process of personality development must be part of job criteria which include professional, method, social and personal skills. Organizing learning in this way so that it is centred on the participant is a crucial management task. Managing in effect entails teaching just as teaching entails managing people. Managers should therefore receive advice and support from enterprise trainers" (T. Hulshoff).

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- Training must be tailored to the experience and actual problems encountered by individuals. Methods allowing an interaction between theory and practice have to be found to take account of this experience and these problems.

Different types of strategies and methods are used: distance learning, seminars, documentation, meetings. Self-instruction is given priority throughout the process.

The Akademie Führungspädagogik of Landau works with several national and foreign universities and with a large network of German firms.

The main focus of both the above cases was the impact of changes in labour organization and training in enterprise on the training of trainers. Other factors may also lead to changes in training practices and consequently modify the roles and profiles of trainers; these include the introduction of new training technologies. The growth of these technologies is making it possible to find solutions which are more in keeping with actual needs and personal circumstances and which favour self-instruction, although they may not always provide a satisfactory alternative to more conventional training methods.

The new training technologies are entailing a shift away from the physical entity of the training site and are reducing the timelag between investment in training and its application. New skills are needed for the production, use and evaluation of these technologies and at the same time are making it necessary for trainers to reposition themselves in a new context. Trainers' roles and profiles are consequently undergoing substantial change linked to the supports and strategies being used and to the functional areas covered by the organizations to which they belong: market research, research and development, production, use, evaluation and so on.

In his introduction, Mr Rocha Trindade, Rector of Lisbon's Open University (P), reviewed distance learning systems in Europe - functions, types of organizational models, European programmes - and the main associations in this field: associations working towards distance learning facilities at European level, including those in higher education; networks associating universities and enterprise for research and development and the promotion and organization of distance learning, in

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some cases via satellite.

This type of learning was illustrated by Mr Steve McEwen, a manager of Sight and Sound Education (UK), a private distance learning agency operating in several countries.

When formulating programmes for the UK, this organization takes as a starting point the classification of qualifications drawn up by the National Council for Vocational Qualifications (NCVQ) from qualification requirements, taking account of the competences required for jobs or functions which each Training Lead Body (TLB) identifies for the employment sector for which it is responsible.

The question of the changing roles and profiles of trainers is being analysed by the Training and Development Lead Body (TDLB) whose specific task is to establish professional qualifications for trainers: ".... specifications include the whole range of competences from on-the-job trainers to directors of training or personnel directors, at which level people are expected to take responsibility for formulating, implementing and evaluating investment in training. At each of these levels, the specification covers the four stages of the training process (analysis, design, implementation and evaluation) with the result that 120 skill elements have been listed. After a year of field tests to check the accuracy of these references in enterprise and education and training institutions, the TDLB has submitted its proposals to NCVQ for approval" (S. McEwen).

In the case of Sight and Sound's training services in the UK, training analysis and design work is carried out by its research and development divisions with the prior agreement of NCVQ and awarding bodies. Training materials are produced jointly with the local management teams of the various schools (in the United Kingdom or abroad) before the training is finally implemented in schools or on the job. Evaluation findings (comparing trainees with the predetermined objectives) are passed on to Sight and Sound's research and development division and to schools' administration and management divisions.

Trainers play an essential role in this process since they have to ensure that cost-benefit ratios are satisfactory and that the training imparted is of appropriate quality. They are trained largely using traditional

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methods supplemented by technology training.

Topic 3: "The problem of trainers' qualifications: various partners' points of view"

In his introduction, Mr Georges Dupont (CEDEFOP), noted that the impact of economic factors on the management of training activities has raised a growing number of questions about the cost and efficiency of training. Now that training expenditure is acquiring the status of an investment, the efficiency of training and trainers is being questioned and is raising questions relating to analyses of needs, evaluation and the resources needed for these.

Bearing in mind that continuing training is for the most part a field which is regulated solely by the market, the question of consumer protection and therefore of training quality is becoming an issue which cannot be disregarded.

The changes under way - emergence of areas of overlap between initial and continuing training, between education and vocational training and between training and work - are making it necessary to review ways of validating and recognizing the profession of trainer which might seem to have been called into question. The whole of the trainer's professional universe is going through major changes, making it necessary to review their professional criteria and produce new criteria. Major questions are emerging as regards the status of trainers and discussions of the professionalization and professionalism (professional skills?) of trainers are very much on the agenda.

Mr Artur da Mota, the Portuguese government's representative on CEDEFOP's Management Board, stressed that State methods and levels of intervention differ from one country to another for reasons connected with both economic and social situations and the tradition of relationships between the social partners.

One of the State's functions should be to promote, guide and regulate the quality of training, involving trainers and their skills as far as possible. He pointed out, however, the danger represented by the development of an overly strict regulatory and legislative system in this area.

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State intervention also seems to be particularly necessary in the area of qualifications for trainers in the public service who are faced with a need for modernization and of qualifications for trainers responsible for groups having problems gaining a foothold in the labour market.

As it is responsible for the public education and training system, the State also has an obvious role to play in the qualification of its own teachers and trainers.

Mrs Margit Grove, representing private Danish employers (Dansk Arbejdsgiverforening) on CEDEFOP's Management Board, noted that the social partners in Denmark have traditionally worked together to establish the initial vocational training supply, formulate standards, draw up the content of programmes and manage technical and commercial training schools. As part of this dialogue, standards have been formulated for the exercise of the profession of trainer, or rather for the instructors involved in the school segment of initial vocational training. Prior experience is one of the requirements for entry into this function and it is also hoped that these teachers, during their careers, are able to keep up with developments in the outside world (especially in enterprise).

While recognizing the workplace as one of the main ports of call for the acquisition of professional skills (supplementing and developing knowledge gained at school), Mrs Grove stressed the importance of dialogue between the partners as regards the training of people who, while continuing to work within the production process, provide training for young people in enterprise. She felt, however, that professionalization which might conflict with the operating systems of enterprise and on-the-job training methods should not be advocated.

Mrs Anne Françoise Theunissen, President of CEDEFOP's Management Board and representative of the Confederation of Belgian Christian Unions, felt that it was important to offer guarantees of quality in the training market to people who are often attending vocational training at their own initiative and cost. This raises the question of the regulatory role which the State and the social partners might play.

The problem of widening the debate on the qualification of trainers was also emphasized, bearing in mind that the organizational contexts in

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which trainers operate - schools/training centres/large, medium-sized or small enterprise; place given to training by the enterprise - and training objectives - initial training, job skill adaptation, training as part of strategic development with the reorganization of work, training with or without a social dimension, etc. - vary considerably. Trainers operate in different ways in these different contexts and their qualifications raise very different kinds of problems. Social dialogue, at its various levels, must take account of these specific features.

It was noted that questions relating to the status of trainers cannot be discussed separately from questions relating to the status of teachers, especially as regards aspects which might help to promote "good levels of mobility".

Mr Jean-Claude Boulet represented the Comité Syndical Européen de l'Education (CSEE - European Trade Union Committee on Education) which has 56 member organizations from 18 European countries and three million individual members, including two and a half million members from the EEC. He stressed the important role which trainers would have to play in implementing education and training programmes at national and local level, bearing in mind the economic, social and cultural changes currently taking place and likely to take place in the future. He put forward some action guidelines allowing them to tackle these issues:

- Vocational training for teachers in the area of vocational education and training must take account of the diversity of both education and training systems and the framework in which teachers operate. As a result of this diversity and the speed of change in this area, teachers must be provided with continuing vocational training which builds on their initial training and is in keeping with the practice of their profession.

- Teachers must be provided with a set of professional/university qualifications, teacher training and appropriate technical or practical experience. They must also be familiarized with the world of work and with the needs of the young people and other students whom they teach.

- It is important to work towards a general improvement in the

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working conditions of teachers responsible for education and vocational training in Europe by recognizing the diversity of systems and the wide range of teachers' qualifications and experience in each country. The age of students, objectives and the place of training are important criteria.

- In this process, a distinction needs to be made between educators (teachers or trainers) with in-depth professional and educational skills and instructors whose role is oriented more towards employment. Instructors must also be aware, however, of the need to prepare young people in a more general way for their place in society and must therefore possess educational competences.

- Continuing training is a fundamental right for teachers. The CSEE and teachers' unions must urge governments to subsidize and formulate suitable programmes. Secondment opportunities must be provided in cooperation with employers.

This meeting was also attended by private trainers' associations which reported on the quality control initiatives being conducted by their training services.

The Trainer Development Group (UK), represented by Mrs Fran Burgess, brings together public and private organizations involved in developing training and includes, among other things, a research and development unit. Its task is "to advance and sustain the growth of this self-financed national network whose aim is to promote, support and maintain high standards at a national level in the area of training and trainers' qualifications".

The International Federation of Training and Development Organizations - IFTDO - (NL), represented by Mr J. Waldus, was set up in 1992 and has 80 000 members (trainers in enterprise) in 75 countries. The aims of this federation are to link up various interests - of governments, educators, practitioners and commercial organizations - in the area of training and to transfer ideas, resources and applications between countries. It organizes conferences and professional meetings, disseminates information on its activities and promotes the establishment of joint ventures. It was also reported that a training monitoring organization

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(CEDEO) has been set up in the Netherlands and is responsible for monitoring the current and future supply available in the market from training institutions. CEDEO, whose Management Board is made up of members from enterprise, examines the courses and training periods offered by private institutions. CEDEO has drafted a guide covering some 1200 institutions and 15 000 training courses. These institutions and courses have been classified according to criteria making it possible to provide users with some guarantees of quality and also to enable them to make better informed choices from a range of significant information.

CONCLUSIONS

This meeting provided a wide range of contributions and information, including questions put to the various speakers and paths opened for discussion and/or action. It confirmed, were there any need for this, that far-reaching changes to the role, functions and tasks of trainers are taking place in all countries, even though there are substantial differences between systems of education and training anchored in specific historical, cultural, social and economic contexts.

The place which human potential is now occupying in the improved performance of the production system, the renewal of enterprise culture which aims to make enterprise as a whole into a system able to reveal workers' potential, the reshaping of the link between the learning process in the broad sense and the production process is bringing about major changes in the way in which training objectives and methods are represented. The need for and recognition of new qualification components are modifying the objectives assigned to initial and continuing training. The growing diversity of target groups and in particular the need for training to take account of groups which are less competitive on the labour market make it necessary to renew and diversify strategies and educational resources. The dissemination of new training technologies is also leading to far-reaching changes in training systems and practices with a major impact on the skills needed by those who produce and/or use them.

We shall look here at a number of conclusions which reflect the most important aspects of discussions:

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1. Although closer links or overlaps between fields of action - education/vocational training/employment - are multiplying and are blurring the identities of the trainers in question, the discussions clearly demonstrated that it was impossible to talk about trainers as an overall group and that it was necessary to differentiate between different types of trainer. Depending on the location in which they operate - schools or systems based on the school model, enterprise -, depending on whether they are full-time trainers or whether their main activity is something other than training, trainers' possible qualifications and needs are not the same.

   This diversity means that the qualification of trainers should be discussed at national level as part of a consistent policy on education and vocational training whose definition will require the cooperation of the "training world" as a whole (school, training organizations, enterprise, social partners) in order to work out a reference framework which integrates economic as well as social objectives. This approach should obviously be taken up at EEC level.

2. The interaction between training and employment is a key aspect of discussions about the training of trainers. The way in which this interaction can be strengthened or developed varies depending on the reference culture of training systems and the types of relationship between the various partners involved (schools, enterprise, training agencies, etc.). Partnerships between the world of training and enterprise for the formulation of job and skill descriptors and for the design and implementation of training schemes are examples of this. Opportunities for teachers to be involved in enterprise training schemes and to attend instruction periods in enterprise during their careers, the provision of services for enterprise by technical training agencies and university-enterprise partnerships for the training of trainers are all methods facilitating mutual transfers.

   These schemes, which are often of an experimental and one-off nature, should question the various structures involved so that they renew their operating systems and practices and develop stabler and more institutionalized interfaces. These advances

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should be supported by social dialogue which has to ensure a correct balance between social, cultural and economic factors and between the short, medium and long term.

3. At national level, the training of trainers requires networking among the various people involved in training - training agencies as well as enterprise - so that better information is available on qualification needs and training problems, different types of trainer, their needs and the new concepts and methods of their training and so that all existing resources and expertise can be mobilized. All this would help to pool and build on this knowledge, including knowledge of new teaching techniques.

   National networking should be supported by European networking. This is becoming a major issue in the construction of a Europe able to integrate different identities while respecting their diversity and at the same time to harmonize practices, concepts and incentives to develop knowledge and experience. This type of network could be a starting point for discussion of the European dimension of trainers' qualifications and training. While it is strongly felt at present that trainers should be provided with a European dimension by developing common practices and structured exchanges, it is not at all certain that steps towards a "European trainer" should or could be taken.

4. The question of the quality of training underpinned all the discussions. This concern for quality is due to some extent to the fact that continuing vocational training is being widely privatized and governed by market forces, in most cases without any regulation of the cost of services or any control of quality or access to the profession of trainer.

   The discussions highlighted the need to develop regulation mechanisms, pointing to the need for analysis of all the steps taken in this area in the Member States and for the organization of a network of public and private agencies involved in quality control in the training field. These mechanisms are less dependent on regulations or laws than on the development of a whole range of information resources, procedures and criteria allowing users to make their selections with certain guarantees of

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quality.

5. A further important aspect which emerged from discussions is that the idea of matching training, employment and jobs, advocated in the past, no longer has any meaning. This would entail direct adjustments between codified work and previously defined competences which the changes taking place in the production apparatus no longer allow. The essential role of trainers is thus to teach individuals to cope in an increasingly independent way with changing job situations so that they can take effective action and make these situations evolve as they evolve themselves. The training of trainers must provide the skills needed for this change in their role.

We would like to thank all the participants who made this meeting into a high-level exchange of ideas and in particular Professor J. Münch of the University of Kaiserslautern (D) who summarized the discussions in the closing session.

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